R E P O R T R E S U M E S

ED 012 192 RC 000 447

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.

BY- HENDERSON, GEORGE M. AND OTHERS

PUB DATE 3 MAR 66

EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- ANTI SOCIAL BEHAVIOR, *CULTURAL DISADVANTAGEMENT, DEMOCRATIC VALUES, DISADVANTAGED YOUTH, *EDUCATIONAL DISADVANTAGEMENT, *GUIDES, *INITIAL TEACHING ALPHABET, STUDENT PERSONNEL SERVICES, SELF CONCEPT, *TEACHERS, TEACHING TECHNIQUES, UNGRADED PRIMARY PROGRAMS, LEBANON, OREGON

THIS GUIDE PROVIDES CLASSROOM TEACHERS WITH AN OVERVIEW OF THE CHARACTERISTICS OF CULTURAL AND EDUCATIONAL DEPRIVATION, AND INDICATES HOW THESE CHARACTERISTICS INFLUENCE THE DEPRIVED CHILD'S REACTION TO THE ENTIRE SCHOOL SETTING. SUGGESTIONS ARE GIVEN FOR HELPING THE TEACHER ADJUST TO THE CHILD AND FOR HELPING THE CHILD ADJUST TO THE SCHOOL. A BIBLIOGRAPHY CONCLUDES THE GUIDE. (BR)

Dr. Potts

ED012192

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD

AN OVERVIEW GUIDE

For

Lebanon Classroom Teachers

By

George M. Henderson

Thelma G. Jaross

Ellamae L. Lenox

3/3/66

Lebanon, Oregon

RC 000 447
~~000583~~

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD

AN OVERVIEW GUIDE

For

Lebanon Classroom Teachers

By

George M. Henderson

Thelma G. Jaross

Ellamae L. Lenox

3/3/66

Lebanon, Oregon

TABLE OF CONTENT

Page

CULTURAL BACKGROUNDS - DEPRIVED CHILDREN - - - - - - - - - - - - - - - - 1

Concern For His Education

Social Class and Culture

Home and Family

Personality Traits

Reactions to School

THE SCHOOL SITUATION FOR DEPRIVED CHILDREN - - - - - - - - - - - - - - 10

Underdeveloped Expressive and Receptive Language Skills

Dimly Perceived Self-image

Minimal Training In Social Skills

Cultural Differences

Specific Areas of Educational Need

Instructional Approaches and Effective Teaching Techniques

PUPIL PERSONNEL SERVICES FOR THE DEPRIVED CHILD - - - - - - - - - - - - 22

Assessment and Evaluation

Guidance Approaches

Relating The School to Parents & Family

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD

Cultural Backgrounds - Deprived Children

Concern For His Education

A keystone of the American democratic way of life is our inherent concern and respect for the individual citizen-his rights, privileges and potentialities. It is this principle along with social mobility which has proven a major source of vitality, strength, and progress in our social order. We recognize that talent, capacity, and specialized interests and aptitudes are not exclusive with any segment of society, but rather emerge from the total cross section of our people regardless of race, creed, or social orientation.

But why is a design for the education of the culturally deprived group so important*? We have learned that poverty and ignorance go hand in hand. We have also learned that the modern variety of "hard core" poverty has something in common with the elegance and security of established wealth. It is often inherited! America is newly committed not only to relieving the dependence of millions of families on public welfare and unemployment compensation, but to breaking the chain of dependence and poverty that passes down from old generation to new, through ignorance.

Many other passing and practical reasons could be given, but there is a deeper reason fundamental to "making democracy work." It is essential to democracy to combat the anti-intellectualism, prejudice, and intolerance that are sure to be characteristic of any uninformed, educationally deprived group,

* The term culturally and educationally deprived are used interchangeably

and are, in fact dominate motifs of the disadvantaged in America. Democracy depends on reason and understanding. Fundamentally, education provides knowledge, understanding and skill in thinking. The groups who lack education have contributed disproportionately to economic dependence, crime, discrimination, and attacks on freedom of thought.

It is apparent that education is vitally important for each citizen and our society. Moreover, a meaningful approach to the education of the culturally deprived child is also needed to make this a challenging and interesting and rewarding assignment for the classroom teachers of our nation.

American education is patterned on these fundamental convictions as indicated in our vast system of public schools, the increased value and support placed on education for all, and our design of school programs to maximize and bring out the potential of each student regardless of the severity of his needs or his points of departure.

Educators know that in school districts with large enrollments of poor, culturally deprived children there is a high evidence of school drop-outs. They know too, that among children too young to drop out of school the early signs of probable failure are painfully visible in the classrooms. The teacher early recognizes that a child of poverty and deprivation is a child of a world separate from the prosperous aspiring mainstream of American life. Teachers in the first to third grades feel the child slipping away. By the fourth grade, when abstract concepts based on the building block of reading and arithmetic become important in the curriculum, the child falls further behind.

By the eighth grade, he may be as many as three or four grade levels back, his mind closed, his behavior rebellious. By high school age he is already headed for unemployment and dependence, sometimes disdaining the "outside" world of success which already disdains him. Worst of all he has secretly become

contemptuous of himself and conditioned to failure. A potentially successful human being has become a waste and liability both to himself and his country.

Social Class and Culture

Nearly all writers dealing with the underprivileged child believe that environmental rather than enetic factors account for the general differences that are found in the deprived, and find little or no evidence in the science of heredity to cause them to think otherwise. Thus, while we must be cognizant of the unique traits and capacities of individuals and the basic biological drives of the human organism our concern is primarily with the developing child as a social being and a product of his specific cultural orientation. It is his socialization or his acquisition of the behavior patterns, symbols, expectations and feelings of his surrounding world that pattern and sharply influence his life. The environmental socializing process occurs through his social relationships from birth. A child cannot learn the ways of the society by being apart from people; others wittingly or unwittingly, teach him through their guidance, examples, responses, sanctions, and emotional attachments. Thus, socialization is a function of social interaction.

The educationally disadvantaged or culturally deprived child is usually a member of a lower social class group or sub-culture and often is found in a social minority group. He is, like all children, a creature of his total environment* and the social class level orientation of his existence. It is extremely important that educators at all levels appreciate and understand the salient aspects of the culture of the disadvantaged child in order to better understand his behavior, his needs, and his social-emotional relationships to the typical

* Environment (which often connotes very low income, poor housing and the like is used here in a broader sense to include these factors as well as the ways of life (traditions, values, and mores) of a group usually considered the culture.

classroom teacher. Effective education of the culturally deprived child requires a basic, positive understanding of his traditions, attitudes and feelings. Thus, the term culture is used here to specifically mean those particular ways of life, economic sufficiency, human relationships, beliefs, values, goals, expectations, behavior patterns, sanctions, material things, language, music, literature, and the like that are characteristic--what people have, do and think. It may be conceived as the methods which have evolved for coping with the conditions of life in the environment.

Much remains unknown about the culture of the underprivileged, and still more is controversial and merges into other cultural patterns. Thus, there is danger in generalizing a negative image if one is to achieve constructive educational change. Negative traits of individuals are not necessarily consistent characteristic of the culture, and these same traits may be found with some frequency at all social class levels.

Home And Family

The culturally deprived child usually comes from a home with economic poverty, lacking adequacy in many of the basic needs--furniture, clothing, food, conveniences and the like. There is frequently much moving around from house to house (shacks or very old houses) with little home ownership and seldom much pride in appearance, cleanliness, or orderliness.

While these physical features of the home and neighborhood are influencing more significant in shaping the child's life and personality are the family mores, values, and relationships. The home is family centered, communal, and extended. There are many people in the deprived child's home (parents, family and relatives serving as parent substitutes) and crowding is his common situation. The home is noisy, argumentive, crisis ridden, and relationships are overt, direct and

physical. Little of a democractic atmosphere with any evidence of prior thought and planning is in evidence in the home, and the prime concern is usually some degree of security along with meeting the physical needs of life. Often his parents are separated and his father is not in the home. The home is often totally devoid of books, magazines, pencils, crayolas, paper, puzzles, games and other items which serve as a basic experience orientation of the child for learning readiness in the school.

Parents of this child are traditional or "old-fashioned" in orientation, patriarchal, superstitious, and somewhat religious often participating with groups who worship in an emotional and physical manner. Frequently both parents work, the children are neglected, and the parents use direct physical punishment as discipline. They read ineffectively, are poorly informed concerning events in the broader society and lacking in opinion. On the other hand there are areas in which the deprived child's parents have intense convictions--morality for children, punishment, customs, diet, traditional education, role of women, anti-intellectualism. Frequently the child's parents feel alienated, left out, and frustrated, and suspicious of those outside the family and social class neighborhood. They are quick to believe in the corruptness of leaders and often have antagonistic feelings toward "big shots". They hold the world responsible for their misfortune and generate aggression seldom tempered by any self-blame or introspection.

These parents are usually interested in getting by rather than getting ahead, they are not civic minded, seldom vote, do not join clubs and lodges, prefer jobs with security rather than risk, and believe in education largely for the sake of getting a job. The major social affiliation is through the "extended family" within the circle of relatives. He favors the underdog with an equalitarian out-spoken informality. He likes excitement, cars, gadgets, sports, physical strength and endurance, and physical involvement.

The anti-intellectualism of the underprivileged is a marked and significant handicap. He feels life is a better teacher than books and theory and talk are "bull". Intellectuals are "phony eggheads". This trait seems to be rooted in his physical style, alienation, antagonism toward the school, defensiveness about this gullibility and his pragmatic outlook. His learning is much more in a physical or motoric fashion dealing with the concrete. Talk, reading and intellectualism in general are considered unmasculine--the opposite of action. The school is a "prissy" place dominated by women and female values. The fathers emphasis on masculinity makes him the "tough boss" of the home where his authority is enforced with physical punishment.

Personality Traits

In the above described lower social class home and cultural setting the underprivileged child has his beginnings and undergoes the process of socialization. By the age of four or five years he has acquired many of his personality traits from the mores, values, customs, disciplines, sanctions, beliefs, attitudes, and behavior patterns in the family.

The child emerging through this culture is one who has been physically disciplined in a strict sense against sex behavior, irritations of his parents, and is accustomed to rough unreasoned treatment. He has experienced few close and personal parent-child relationships other than physical and he is rather detached and on his own away from close parent association at an early age. His associations are largely within the extended family and child to child relationships tend to predominate. He has come to assume many of the attitudes, values and behavior patterns of his family--he fights, is loud, talks little and then usually with one syllable words, is very independent, is suspicious and alienated toward those outside his extended family, has grown passive and unconcerned about many things, is unfamiliar with books, cares little about school and

thinking, and maintains his direct physical contact with concrete objects of the environment. He usually reflects a general hostility and a tendency toward aggression in most all of her relationships with unfamiliar adults or children.

This child has not experienced the rigors of early social training, orderliness, cleanliness, and imposed self-discipline and the rules and regulations that middle class parents impose on their children. He is often dirty, ragged and unkempt and gives it little thought. Moreover, he has not experienced the need for close conformity in routines of behavior and has not been pressed to compete with others as a high value activity nor has he become particularly concerned with doing things to please adults. He has had almost no orientation to the protestant ethics of drive and desire to get ahead, caution, frugality, perserverance, delay of gratification, and a belief in education.

The underprivileged child has limited communication facility and skill outside of his culture. His vocabulary is extremely limited, talk in phrases and sentences is very difficult and he is lacking in many childhood background experiences rather common to the middle class child. The underprivileged child perception of self is also quite weak particularly as he "comes out in the broader world" away from his extended family. He is not used to love that is expressed through intense affection and a special personal attention, but rather he strongly seeks the respect of others.

The underprivileged child has a range of intelligence comparable to the general population, but it is seldom demonstrated and is very difficult to measure. His lack of motivation for learning and his unfamiliarity with school-like procedures, the know-how that goes with testing, added to his non-verbal orientation makes for this situation. It also makes him appear dull and adds to his frustration. Once he acquires a degree of motivation his creative talent (determined to usually be in one specific area) emerges and his true intellect shows through.

Reactions To School

When we give attention to significant aspects of the culture of the underprivileged child, note how he has learned the ways of living in his social group, and look carefully at the socializing influences which have shaped his personality, we begin to grasp the magnitude of his and the teachers problems in the school situation.

It is as though he were a child from a different world. He is suddenly placed in a very strange environment where new adults and children dress differently, speak differently, smell differently, seem over-concerned with books, behave differently and do things for which he can see no apparent reason. They are so different they threaten him and most of what he tries to do is unacceptable, and often laughed at and criticized. What is there to do but feel suspicious and hostile and hit somebody?

Thus the behavior pattern of the underprivileged and deprived child in the classroom includes many of the following very natural charateristics:

-He doesn't trust anyone and keeps his distance.

-He is uneasy and fearsome and emotional.

-He fails the teacher tests and his I.Q. score is low.

-His vocabulary and use of the language is very limited and often profane and vulgar.

-His motivation is low and his attitude is passive.

-He does some things, but cares little about doing them well or finishing them.

-He is very independently active.

-He is unconcerned about pleasing the teacher.

-He does not wish to conform and is impatient with the situation.

-He uses physical force, is loud and fights.

-He is usually poorly dressed and unkempt, often not clean.

-He has great difficulty organizing and developing or even following an orderly situation.

-He refuses to do many things, doesn't do his best, and lets "good enough" get by.

-He wants to work with his hands and body to the exclusion of the use of books and written instructional materials.

-He resists sharing, waiting, and taking turns.

-He does not understand the teachers directions.

-He plays with objects on his desk and gazes out the windows.

-He rejects (strongly) the child who gains the teachers approval by providing just what she wants.

-He resists the confinement of the classroom.

-He has open conflict with other pupils and uses physical force in these situations.

-Many of the social activities of the classroom make him feel left out... others do not choose him...he cannot bring refreshments from home, etc.

-Rejects affection and direct attention from the teacher.

-He is often sick and absent from school.

The starting point with the culturally deprived child in the school and classroom begins with respect. He needs this along with acceptance to even begin functioning in the situation. Through and empathetic understanding of his culture the teacher may begin to see why the child is hostile, what he expects of her, why he wants her to prove herself. The teacher will learn why she needs a structured classroom, how he can utilize the child's reactions in group situations, informality, humor, equalitarianism, and the like. She will come to understand why he does not need love but needs respect. She will then be able to interpret in a new light much of the behavior which appears negative. What once seemed to be emotional supersensitivity and imbalance to minor frustrations can be seen for what they really mean. The teacher through understanding and introspection can also identify and analyze her own main points of rejection toward the child and take steps to correct them.

Out of this can grow a challenge to understand the culturally deprived child, work with his positive points and through a gradual process of partial cross socialization improve his ability to function in school and society.

The School Situation For Deprived Children

General Areas of Educational and Social Need in the School

In order that culturally deprived children be enabled to profit from the educational opportunities in the schools, it is necessary that special consideration and understanding be given to the individual child, who because of his extremely limited cultural background, finds it very difficult, if not impossible, to achieve successfully in a middle-class school environment.

Of the many reasons for cultural deprivation, a combination of two conditions, (1) limited family income and (2) limited educational background create an environment which is particularly damaging to the child's school performance. Serious as material impoverishment may be, poverty coupled with a low educational level seems to produce significant differences in perceiving and thinking which can create problems for children when they attempt to deal with the learning tasks of the school. The deprived child is not only deprived of perceptual experience but of sustanined attention and the perseverance necessary to master academic school experiences.

Cultural deprivation has its most marked effects on school children in the areas of (1) underdeveloped expressive and receptive language skills; (2) a dimly perceived self-image; (3) minimal training in social skills, causing an inability to function effectively in a group and (4) cultural differences which cause behavior and beliefs that may differ from those of the dominant groups in the school. As a result, while there may be no evidence of significant differences in the learning process itself, there are significant differences in the child's preparation to handle the learning requirements that are present in the school. Frank Riessman, The Culturally Deprived Child, states that deprived children have learning styles which differ from the nondeprived and have potentials for creativity which do not materialize mainly because of deficiencies in verbal development.

Underdeveloped Expressive and Receptive Language Skills

There is a wide-spread agreement among research workers and educators that the major impoverishment of the educationally deprived is in their lack of development of formal verbal skills. The "form" of language spoken by low-income, low-status children clearly identifies them as having lacked certain types of verbal stimulation; it is in their use of language as a cognitive (intellectual tool where the deficiency is greatest. It is quite obvious that the child with an inadequate preparation in the language area and with an inadequate vocabulary, will have considerable difficulty in comprehending what the teacher is attempting to communicate, in communicating his own needs, his questions and inquiries.

The limited educational background of the adults in the family are reflected in what the child learns. Words are mispronounced and speech patterns are faulty because the child learns what he hears. Parents may react negatively and even harshly when their children begin to speak differently than other family members. Speech may be vague and may fail to differentiate objects, people, places, animals, space and time. The Institute of Developmental Studies, under Martin Deutsch, has found that:

1. Deprived children appear to be poor in the use of verbs, but much better with descriptive adjectives.
2. Deprived children seem to understand more language than they speak (their "receptive" linguistic ability is much better than their "expressive" language).
3. Deprived children demonstrate a surprising ability for phantasy.
4. Deprived children express themselves best in spontaneous, unstructured situations.

Lack of differentiation within the environment may be so extreme that young children do not know their given names, have not seen their images in mirrors or cannot identify objects which are a part of their surroundings. Parents with limited education seldom are able to really assist a child to fully sense an experience. Lack of conversational exchange and interaction, even though the child and parent are physically present and observing a situation, may leave the child with uncertin understandings of the content of the experience or its relationship to him.

The underprivileged child doesn't move far from his home and his physical range is limited. Because of this, he is physically restricted in the number of things he has seen, heard, touched, and tasted. He lacks perceptual experience, spatial orientation, concept formation, a lack of sequencing and the giving of order to these experiences. The child does not develop a satisfactory filing system for the storage and retrieval of experiences. Vocabulary and syntax--putting new and old ideas into new and varying patterns--are undeveloped.

As every teacher knows, reading and the development of language skills are the chief foundations of knowledge. Without them, all later schooling has no solid foundation on which to build and soon collapses. The idea of language, whether written or spoken, is not a skill independent of other experience, but is an outgrowth of it. A child trained to be sensitive to experience and aware of the distinctions among things, colors and sensations seldom has difficulty in learning the words that describe what he knows. The only way many children will be able to take part in the many, varied learning experiences necessary for the development of language skills is through the school program.

Dimly Perceived Self-image

It is popularly felt that the culturally deprived child is not interested in an education and is mainly antagonistic towards the school. Although the underprivileged appreciate the value of an education in terms of opportunities

for work, the young child does not often come to school with a positive attitude toward school since the past school experiences of his family have been associated with failure and frustration. Children learn the attitudes of their families, so without fully understanding why, school often becomes a place to fear and a void. It is in this way that the child is predisposed to failure.

Negative attitudes increase as the children experience failure, particularly in reading where their limited verbal facility makes success difficult, or if they have many unpleasant experiences. Their initial negative attitudes are quickly reinforced.

The child becomes overwhelmed by words for which he has no physical imagery to give them meaning, overwhelmed by tasks and homework which do not seem purposeful to him, overwhelmed by ideas that come packaged from the teacher and textbook to which he contributed nothing of himself. He soon loses confidence in his own ability to succeed in school and through continued failure develops a self-concept of inadequacy and an attitude of defeatism and pessimism. Since he sees himself as being unable to succeed, he soon ceases struggling and finds other avenues of activity and more satisfying things to do. He has developed little love for learning and devalues himself as a student.

Minimal Training in Social Skills

Children from culturally different backgrounds will most likely not come to school with the kinds of social skills expected and valued by their middle-class teachers. Disadvantaged children are especially deficient in what Riessman calls the "school-know-how". This concerns the many procedures in the school about which the average middle-class child usually learns, without realizing it, from his parents and general environment. Often, the deprived child has not learned how to relate to the teacher and the other children, how to ask and answer questions, how to study and how to take tests. Because he is not adept at perceiving the attitudes of others, or at judging others conception of hemself,

he is reluctant to meet new people and new situations, to form new social relationships and initiate interaction with strangers; he seeks out the routine, the familiar and predictable.

The lower class child is, also, likelier to have been exposed to a great variety of negative experiences--lack of love, punishment, a general atmosphere of tension, aggression and insecurity-- which tend to prcduce the deep-rooted hostilities which are vented in the form of prejudice, suspicion and a negative, antagonistic attitude toward school and home.

The pressures of his home create a climate in which high priority is placed upon behavior which "keeps a child out of everyone's way and causes no trouble". The "good" child is the quiet, passive child who promptly follows the direction of adults and causes no disturbance. The child's development becomes limited not only by his lack of ability to express himself verbally but is further impeded by his concept that to be acceptable, he must be quiet and unresponsive.

Cultural Differences

Differences in cultural values, previously mentioned, often cause behavior and beliefs which are different from those most dominant in the school and may not be easily understood by the teacher. The child whose environment is variously blended with a lack of safety and security, a sense of despair, alienation from society, and a cynical distrustful outlook on life finds it difficult, if not impossible, to understand and accept the values of the middle-class school. Adjustment difficulties arise when the uninhibited, antagonistic child who respects physical strength and aggression, authoritarian-even harsh-discipline, becomes frustrated and defeated in a situation which does not meet his social or developmental needs.

The daily uncertainties in a deprived home cause concern for the here and now, an immediacy in interpreting situations and solving problems. This is often apparent in speech patterns with events of the past being described in the present tense.

Concern for the concrete may be evidenced in the child's response to things that can be touched, seen, tasted, smelled, and situations that can be experienced now. Little or no interest is expressed for what might happen in the future or what is true about someone or something that does not exist in the child's experience.

The limited, cluttered, crowded living space of substandard housing creates problems of cleanliness, safety, routine orderliness and spatial orientation. When children have not experienced organization in identifying and caring for personal needs, they are unable to discern the importance of this in a classroom environment.

Since there is a restriction in the variety of stimulation available in a sensory deprived environment, there is often a "perceptual lag" in the discriminatory processes related to the differentiating of sounds, shapes and space. This lag in perception (seeing with the mind what is seen by the eye) directly affects the child's ability to form new concepts, abstractions and generalizations; the child must first see and experience an item so that he may distinguish it from others, then he must take out (abstract) some feature of that item and retain it so that he may then generalize by being able to relate that feature in some meaningful way to other items or objects which display the same feature as the one abstracted.

Specific Areas of Educational Need

For the culturally deprived, the school is considered to be one of the most powerful factors for positive change in the future. Considering the school's committment to educate all children to the fullest extent of their learning potential, this statement assumes particular significance for introspection by educators who have historically placed priority upon highly developed skills of verbal accomplishment and social conformity as criteria for success. The

culturally deprived child, whose "first-learned culture" is his chief obstacle to success in such an environment, is expected at an early age to change the behavior which his father, mother and peer group has taught him, to learn to speak a new "standard" English, to deal with verbal concepts and abstractions which have no relative meaning, to learn increasingly complex middle-class behavior wit. respect to study habits, social adjustment and attitudes. Resulting child frustration, low academic achievement, failure, increased negative attitudes toward learning, lack of interest and motivation, and student drop-outs all indicate that these are very unreal, if not impossible, expectations.

More realistic expectations would involve revisions, adjustments, adaptations and creative innovations in the general school program as it concerns understanding and acceptance of the child whose needs are different, diagnosing and assessing those needs, individualizing the school curriculum in terms of providing appropriate curricular experiences, teaching techniques and instructional materials. Curricular change should involve the child in life-oriented experiences where learning is a self-discovered, self-directed and self-achieved meaningful process. The greatest curricular changes should be implemented at the primary-age level where research has indicated the most likely success in breaking the circle of disadvantage with curriculum adaptations and adjustments continuing throughout the school year.

Frank Riessman, The Culturally Deprived Child, describes the school program designed to meet the needs of the disadvantaged child when he states: "What is needed is a perfect marriage of the traditional and the progressive. The traditionalist contributes structure, rules, discipline, authority, rote, order, organization, and strong external demands for achievement. He fights to win the child to a high level of conceptual learning. The progressivist places the emphasis on the importance of motivation; the down-to-earth learning by doing; examples drawn from the experiences of the child--beginning with the present

and moving toward the broad, the abstract, the cultural heritage. This is the combination that can break through the block which separates the child and the school".

The single most important element in providing successful, meaningful and appropriate school experiences for all children is the teacher. In her hands lie the responsibility for individualizing the instructional program to such an extent that each child will be helped to develop to his maximum from the learning experiences provided in her classroom--the responsibility to understand and accept the child whose needs are different, to diagnose and assess those needs, to individualize the school curriculum, to use appropriate techniques and provide interesting and stimulating instructional materials. The effectiveness of the teacher in meeting this responsibility is related most decisively to her basic attitudes toward the children; this is particularly true with the culturally deprived child. Teachers who have worked successfully with deprived children have found these points to be important in developing good rapport with the children:

-The most important over all principle is to be <u>consistent</u>. These children want a teacher on whom they can depend.

-The teacher should be direct, straight-forward and clearly define what is to be done. There should be an unvarying routine of simple, clear and enforced rules.

-The teacher should be informal, warm, and down-to-earth. Cynicism, snobbishness and indirection present dangerous pitfalls in establishing good rapport.

-A female tacher can be somewhat motherly and express a certain amount of physical affection--a quiet sincere evidence of physical warmth in a simple, dignified manner without overdoing it.

-Although the teacher may not agree with the values of the students, she may openly disagree within the framework of general acceptance and respect for the child.

-The classroom atmosphere should be built around the goal of learning. Goals, signposts and standards should be established. The teacher should indicate, for example, that fighting is prohibited, not because it is wrong to defend oneself, but because it destroys the necessary classroom atmosphere required for effective learning.

-The teacher must teach these children to listen; they are more used to responding to their brothers and sisters, than to adults and will react more quickly to the other children of the class than to the teacher.

-It is important that the teacher encourage the child and indicate in every possible way that she expects the child to learn. Most deprived children do not respond to being "challenged" for they are too insecure and defensive. This is one reason why they rarely volunteer.

-Identification with the underdog is important. A teacher who possess these feelings is more likely to understand the problems and feelings of the underprivileged youngster.

-Physical, somewhat less word-ridden people make good teachers for disadvantaged children.

-Finally, it is the dedicated teacher who is most influential with the deprived child.

Instructional Approaches and Effective Teaching Techniques

Many, varied instructional approaches and teaching techniques are being employed throughout the nation to facilitate the learning of the culturally deprived child in our schools. The philosophy underlying these programs and activities is based upon acceptance of the child, respect for his individuality, his need for meaningful and successful real-life experiences in acquiring confidence and a positive self-image. Greater opportunities must be provided for self-expression in order to win the disadvantaged child back to learning. Some of these approaches and techniques are as follows:

1. The Ungraded Primary Plan is being used successfully with disadvantaged children since it provides for the progress of each child at his own rate of development and learning. The opportunity for failure is reduced and the child is given time to "learn to learn".

2. Kindergarten and primary programs are increasingly emphasizing the teaching of speech which results in more rapid learning of vocabulary and syntax. Speaking and understanding spoken language must come before the child can learn to read well or intelligently.

3. Much more time must be given learning to observe, to classify, to discriminate between observations, to reason and to engage in expressive verbal activities.

4. A "sensory rich environment" is provided in the classroom to arouse interest, stimulate thinking and provoke questioning by having a variety of things to see, touch, hear, smell and taste. The teacher encourages self expression but does not show the child how to solve a problem unless he has exhausted all his own approaches.

5. In learning new language, objects, slides and pictures are used to make clear the meaning of new words. This approach arouses the child's interest in identifying and naming objects, animals categories of people and of actions.

6. The opportunity for verbalization should be provided in all activities. In games, a child is asked to tell a story, mentioning a ball, the tricycle, and the book; in this way feeling the experience of putting three categories together.

7. Through the use of such experiences as the classroom grocery store or post office, children learn such things as order, categorizing and classification.

8. The utility of words and non-verbal symbols may be featured in exploratory ways through the use of shopping lists, signs, labels and prices.

9. Children who have experienced difficulty learning to read have readily mastered the concrete "one letter--one sound" approach of the Initial Teaching Alphabet (ITA).

10. Words in color is an experimental approach which uses colors to teach reading instead of letters of an extended alphabet. As sounds are learned, color coding is reduced and finally discontinued.

11. Perceptual discrimination of size, shape, color and number may be provided through use of graded materials such as puzzles, boxes of small objects, games.

12. To develop the concept of the alphabet, an alphabet training system can be devised with the letters made of wood. The children can become familiar with the physical characteristics of the letters, arrange them in order and fit them into matching recesses in a board.

13. There should be time for children to manipulate, handle materials and organize perceptions. Concrete experiences in which the individual is physically involved seem to be most meaningful. Appreciation of vicarious experience is limited.

14. Music and rhythmic activities are important aspects of the development of auditory discrimination skills. Dramatization of rhythms through walking or running gives simple discriminations. Action songs and motor responses to high and low tones may also be used. Later, the children may recognize the proper drum beats for their names.

15. Puppets may be used to dramatize well-known stories and project conversation into imagined characters. Since shyness and inhibited expression typifies the speech of many deprived children, this medium provides a means of projecting expression and speech without personal exposure.

16. One school has scheduled "folk-sings" where primary and intermediate children gather separately to sing the folk songs they learn through their regular music classes.

17. Field trips are one of the most useful of all curriculum experiences to stimulate interest, motivation, self-expression and interchange of ideas.

18. A monthly "newsletter" has proven motivational. The children draw pictures on ditto masters and dictate stories of trips, personalities and special classroom projects which are included in the newletter.

19. Listening Centers have been used most successfully. This device allows small groups of children to hear tapes or phonograph records on head sets without interfering with other classroom activities. Stories have been taped so that students may read pages while simultaneously hearing the story. Research indicates the importance of isolating the learner from background stimulation that prevents attention to the important aspects of what is to be learned. Non-verbal children are attentive to these tapes and give a surprising amount of verbal response when they have been shy and withdrawn among their peers and teachers.

20. Autoinstructional materials such as programmed instruction on teaching machines has been found to be very effective if for no other reason than because the child is doing something to make the machine work.

21. If the disadvantaged child has failed to master early grade fundamentals, his "catch-up" work must be based on new forms. If he is to learn reading from simple words, he needs emotionally charged stories at his reading level to make them worth reading.

22. Arithmetic must have real-life meaning--"story" problems related to the child's experience, construction tasks, games and puzzles.

23. Simple science, visible and dramatic provides a challenge especially if the child is permitted to work the cause and effect with his own hands.

24. Subjects should be taught in relation to the child's current interests which are a meaningful part of his experiential background; this technique catches the interest and thereby the attention of the child.

25. Habits of orderliness, cleanliness and safety can be fostered by providing places for each thing to be kept, involving children in deciding how materials will be used and stored and by labeling storage spaces with pictures (if children are young) so that they can independently return materials to storage areas.

26. Since concepts of routine and order are generally poorly developed, concrete experience with definite routines are expected to make the children aware of existing patterns of social action and give a sense of sequence and organization of activities.

27. By introducing new materials gradually throughout the year, children with few possessions at home are not overwhelmed by and satiated with too much at one time. New materials may be introduced as a surprise--perhaps gift wrapped to promote motivation.

28. The child from the lower-class home seems to be much more responsive to concrete rewards. He has not received the symbolic and abstract rewards that are common in the middle-class home.

29. The use of a simple box camera has been found useful in stimulating high interest and discussion. Impromptu photos of individuals, special room activities, field trips may be posted on a bulletin board; later placed in a large class book. The development of self-concept is also an important attribute to this activity.

30. Children may be helped to develop feelings about themselves by identifying with their creative work, their storage spaces, desks and their names as they are spoken. Awareness of physical appearance may be developed through the use of mirrors and photographs.

31. Taping the children's voices so that they may hear how they sound and compare their speech to others is helpful. Also taping stories for their listening is motivating to them.

32. The use of some programed learning materials is valuable for these children if we can get suitable content related to their culture. The mechanical physical aspects appeal and short sequential steps with rewards are effective.

33. The use of more men teachers with special training for teaching the doprived children is a recommended approach.

34. These students need a continuing instruction in developmental reading through their elementary school career.

35. The program for these children should place less emphasis on grades and school marks. We should not underestimate the deprived child, school is not the most positive thing in his life.

Tips From a Classroom Situation

Teaching the deprived child require utmost planning.

1. Establish a firm classroom structure of ground rules and reason why. (Expectations for behavior and hold firm)

2. Stand firm-withstand trials brought on by devices students use to upset the situation. (Maintain poise and confidence)

3. Apply rules fairly - no indignation, humilation or sarcasm. Discipline need not mean rigidity and dictatorship-this child wants you to be firm but responsive.

4. When there is physical belligerance
   Be kind - explain you are the teacher
   Give them more physical activity and outlet

5. When they use profane, vulgar language never get flabbergasted.

6. When they fight physically
   Do not condemn it, expain-time and place

7. Simple demonstration lessons are not enough.
   Work with children in small groups and individually
   and let them do the demonstrating and action.

8. Do most all work in the classroom.

9. Develop--
   Rapport-respectful, trusting, interested relationships
   Fascination-broader interest and motivation
   Power-child's power to deal with a problem

10. Teacher Self-Development
    a. overcome cultural barriers
    b. achieve rapport, fascination, and power
    c. gain "suggested strength & power" (never hit the child but make known your superior physical strength by your movements and actions)
    d. Use role playing for child and teacher

Pupil Personnel Services For The Deprived Child

An integral and significant aspect of the school program for the deprived and disadvantaged child is the complete array of pupil personnel services designed to improve instructional efficiency and the adjustment of the child in the school and classroom. Included in this broad category reference is made to attendance services, health services, special instructional aid for the handicapped, psychological and psychometric services, guidance, and relationships to parents and family.

The following discussion treats three of the most important areas of personnel involvement with the pupil to maximize his functioning in the school and the educative process.

Assessment and Evaluation

High among the many uses of testing is the need to assess the potential to each child and evaluate to find his needs in order to do an adequate job of teaching. At best, a test - whether psychological, educational, occupational, or physical - is a sample of a person's knowledge and his ability to use his

knowledge within a given situation. In applying this system of measurement to the culturally deprived child, we are working under an additional handicap as the standard intelligence tests, both individual and group, are strongly middle-class biased.

Many of our tests rely upon speed, verbal facility, or test taking skill. The brief exercises and the general need for speed in particular are against the deprived child. His style or manner of working is slow and cautious. It takes him a long time to feel involved in problems, and his real potential will not show up well on short, speed-oriented tests.

Although the deprived child may have taken many I.Q. tests, he really doesn't know how to take tests properly. He lacks meaningful, directed practice. Ernest Haggard, author of the book "Social Status and Intelligence", decided to control this factor. He gave both deprived and non-deprived children three one-hour training periods in taking I.Q. tests. These practice periods included careful explanation of what was involved in each of the different types of problems found on the I.Q. tests. The explanations were given in words that were familiar to both groups. Haggard also offered special rewards for doing well, and he trained his examiners to be responsive to the deprived children as well as to the middle-class youngsters, which greatly enhanced the rapport. Under these conditions the I.Q.'s of the disadvantaged children improved sharply. This occurred with only three hours of practice and it occurred even on the old I. Q. tests with the middle-class-biased items.

Interestingly, more important than the content of the test items was the attitude of the children toward the test situation and the examiner. This demonstrates the great need for rapport. Deprived children, unless they are at ease with the situatuion and the examiner, are much more likely to be passive in the test situation. Important in this attitude is the confidence of the examiner that the child can do well. This feeling is communicated to the child. Middle-class children approach the testing situation with confidence and are motivated

to do well because of the general emphasis on success and competition in the middle class. The deprived child does not have this motivation because of the difference in his culture where immediate and usable rewards are valued. They are not motivated to do well just to be doing well. The motivation is based on rewards that are direct, immediate, practical, and meaningful.

What, then, should be done about the testing? One answer is to employ performance tests as much as possible rather than verbal tests. There are less affected by the vocabulary limitations of the deprived child. In using them, the problems of rapport, motivation, and test-taking skill still must be taken into account.

There is hope that some "culture fair" games tests that are being developed may be more appropriate. Even in this type of test the same old problems creep in although the motivation problem is partially reduced by making the test a game. There is still need for test-taking skill and rapport. Just how accurate these tests will prove to be is still in doubt. Much research still must be done.

It would seem, therefore, advisable for educators to be cautious about relying upon the standard I.Q. test results. Instead, it would be best to attempt to discover what Frank Riessman in his book "The Culturally Deprived Child" called the "Hidden I.Q." This hidden I.Q. is the way a child actually thinks through things, in games or in discussing something that interests him a good deal. Role-playing and physical tasks in general are useful for estimating their potential intelligence. There is needed here a warning not to equate intelligence with speed, verbal ability, or test-taking skill. Some individuals take a long time to learn but utilize ideas in a thoughtful, creative fashion. There is an interesting confusion between the "poor learner" and the "slow learner". The two are assumed to be identical. In the classroom it is very easy to believe that the child who learns the lesson quickly is a better learner than one who takes a long period of time. Sometimes, this is the correct conclusion. The nature of the slowness itself also has to be examined. It may be that his

thinking is more circuitous, that he is easily distracted, that he will not answer until he is certain, etc. The point is not to make implicity assumptions and ignore the slow student and his contributions.

Perhaps the best answer of all to what should be done regarding the test scores of the culturally deprived, is not to rely too heavily on them but make the assumption that all children are teachable and push it to the limit.

Guidance Approaches

How can a person feel liked unless somebody likes him?

How can a person feel wanted unless somebody wants him?

How can a person feel acceptable unless somebody accepts him?

How can a person feel able unless somewhere he has some success?

How can a person feel important unless he is important to someone?

In answering these questions, we may find the solutions to what we need to do to produce more adequate persons. This "adequate person" has a positive view of self. Concepts of self are deep personal meanings, beliefs, values, attitudes, and feelings about one's self. It serves well to remember that positive views of self are caught more so than taught. Caught from the reactions of others to the person.

Guidance approaches for the deprived child are actually the same as for any child. These are to be aware of the needs of children for affection, security, a feeling of self-worth, and the opportunities to succeed. This view focuses attention on knowing children rather than knowing about them. The need is to listen and learn from them what it is like to feel as they feel. The teachers and guidance workers do not have to be able to describe the child in psychological language; they do not have to be psychologists in order to create new ways of behaving, although sometimes these understandings are needed and can be very helpful.

Together with talking to the child, the teacher can understand the child better by studying records, observing, talking with others such as parents, counselor, nurse, principal, former teachers, etc. Perhaps a Guidance Clinic referral will be needed to understand some children more fully. All of these help the personnel concerned deal more effectively with the child in giving him the kinds of experiences he needs.

Basic to all of the feelings in the classroom is acceptance and respect. To create an effective and lasting atmosphere of acceptance, people rather than things must be valued as important. In this type of atmosphere, there is invariable a feeling of friendship and belonging. A climate which encourages full acceptance of feelings, of anger or sorrow or joy, can help children understand the emotional qualities of living. The opportunities which are provided that enable the student to see self, others, things, and ideas more accurately and realistically may be most important in the child's life. To put it another way, the classroom is child centered rather than subject matter centered.

Guidance for these elementary years is usually centered on improving a child's attitude toward school, his social group, and his family. This is preparation for becoming a more integrated human being before poor social attitudes become ingrained. Discussions with children about their changing attitudes and feelings can help them understand the process of change.

The conflict of values held by middle class teachers and the culturally deprived child shows very clearly the need to be aware of the importance of accepting children of different values. But there is danger here of subtle forms of discrimination - if we emphasize their weaknesses and struggles, it is hard not to be condescending. Empathy is needed but not pity. The feeling that many children are the victims of their experiences - of broken homes, unfortunate family situations, class and caste differences - is sometimes a deterrent to school action. This is not to deny that the child is deeply affected by his

environment. We need to be aware of the child's out-of-school experiences and of the home and community environment in which they operate. But it should not eliminate positive actions and feelings concerning these children.

Relating The School To Parents and Family

It is a popularly held concept that the culturally deprived parents are not interested in education. Yet, Frank Reissman in his book "Workers' Attitudes Towards Participation and Leadership" points out a rather surprising view. Interviewees were asked the question, "What do you miss most in life that you would like your children to have?" The answer was overwhelmingly "education."

Different groups probably want education for different reasons. They want it for results not for the sake of learning itself. This is where the difficulty with the school system arises because the school stresses education for its own sake and as a means for the development of self-expression. Their dislike of the school is often confused with antagonism toward education.

How can we overcome this feeling? Involvement is perhaps the key word. Parents must feel a part of a program to support it. Some parents, and particularly the culturally deprived, may even be surprised that the teachers and school officials encourage their interest. They may harbor unpleasant memories of their own unsuccessful school experiences. The teacher should work closely with the family and suggestions from the family should be encouraged and acted upon. Too often suggestions are elicited from parents in the effort to establish good relations, only to be forgotten or ignored later.

Generally speaking, data shows that the value of education as offered in the schools is increased for parents who visit the school or who participate in Parent-Teacher Associations. Parents who are not involved, who do not know what is taking place in the school, can certainly not reinforce what the school is doing with their child.

Our problem then is how to involve the parents in the school. The parent-teacher conference in lieu of a report card is certainly an excellent contact, and with planning can serve as a spring-board to further involvement.

In addition to this, home visits by teachers, counselor, and nurse can keep the parents informed and also give a first hand view of each child's background. Encouragement of the parents to stimulate the minds of their children and help in planning for homework time and space might be appreciated. The school's business, however, is not to counsel the parents, but to counsel with the parents concerning a child. A special training program in the techniques of home visitation could be developed.

Orientation classes or sessions help inform parents of what a child will do in school, what a teacher will expect of him, and what a parent might do to make a child's school experiences more useful. Parents need to understand the reinforcing of school experiences at home and of seeing their children as worthwhile individuals. These orientation classes may be with the pre-schoolers or take the form of back-to-school nights.

There have been numerous attempts to involve the parents in the school. Some of these that have been successful are reported by A. Harry Passow in his book "Education in Depressed Areas." One of these is the Banneker Group schools of St. Louis where they view the involvement as a continuing challenge to the entire community. By literally saturating the district with parent meetings, communications of all kinds, and radio programs, the community's attitude toward the importance of education has been influenced. Beginning with the signing of a "Parent's Pledge of Cooperation," parents are advised how to help their children schedule homework time, how to provide proper facilities and atmosphere for home study, how to "get tough" about finishing homework. "Hints for Helpful Parents" itemizes suggestions for parents. Even the area merchants are enlisted to display educational materials.

The High Horizons Program of New York City among other things sponsors parent education meetings and interviews and a public information program for the community at large.

An afternoon study program for homework was successful in one school when it was discovered that the homes of many pupils had no facilities for quiet study and no adult guidance. Since no direct teaching was needed, volunteer parents were involved to provide the adult supervision with the school staffs available nearby.

A unique and successful Saturday School for mothers and pre-schoolers was conducted in Washington. The mothers developed new attitudes toward the schools and learned about various levels of child development.

In the Couzens School in Detroit, 70 varied and useful after-school activities for children and adults are scheduled each week. Many of these programs are led by the parents themselves.

It would seem that the only limitation on the involvement of the parents is the initiative and imagination of the administration and staff itself. Perhaps then the best answer of all is involvement not only of the parent but the school.

BIBLIOGRAPHY

1. Brunner, Catherine, "Deprivation--Its Effects, Its Remedies", Educational Leadership, Journal of the Association for Supervision and Curriculum Development, November, 1965

2. Cantril, Hadley, "The Psychology of Social Movements", John Wiley & Sons, New York, N.Y., 1958

3. Combs, Arthur W., "Perceiving, Behaving, Becoming", Chairman ASCD Yearbook Committee, National Education Assoc., Washington, D.C., 1962

4. Dale, Edgar, "Vocabulary Development of the Underprivileged Child", Elementary English, November, 1965

5. Davis, Allison, "Teaching Language and Reading to Disadvantaged Negro Children", Elementary English, November, 1965

6. Deutsch, Martin, "Some Elements in Compensatory Education", Workshop: The Culturally Deprived Child, Oregon State Dept. of Edu., July, 1965

7. Elkin, Frederick, "The Child and Society", Random House, N.Y., 1960

8. Feldman, Shirley, "A Preschool Enrichment Program for Disadvantaged Children", The New Era, 1964

9. Gotkin, Lassar G. and Fondiller, Fay, "Listening Centers In The Kindergarten"

10. Hodges, Harold, "Social Stratification", Schenkman Publishing Co., Cambridge, Mass., 1964

11. Educational Research Service Circular, American Association of School Administrators and Research Division , National Education Association, January, 1965

12. Miller, James, "Don't Expect Miracles", Souther Education Report, Vol. 1, No. 1, July-August, 1965

13. Passow, A. Harry, Editor, "Education in Depressed Areas", Teachers College, Columbia University, 1963

14. Ponder, Eddie G., "Understanding the Language of the Culturally Disadvantaged Child", Elementary English, November, 1965

15. Riessman, Frank, "The Culturally Deprived Child", Harper and Row New York, N.Y., 1962

16. Robison, Helen F., and Mukerji, Rose, "Language, Concepts--and the Disadvantaged", Educational Leadership, Journal of the Association for Supervision and Curriculum Development, November, 1965

17. Shriver, Sargent and Keppel, Francis, "Education--an Answer to Poverty", Dept. of Economic Opportunity and Dept. of Health, Education and Welfare, U. S. Publication

18. Stinson, Harold, "The Nashville Education Improvement Project" Southern Education Report, Vol. 1, No. 1, July-August, 1965

19. Strang, Ruth, "Step by Step Instruction in Beginning Reading For Slow Readers", Exceptional Children, National Education Association, Sept., 1965